

CATW Analytic Scoring Rubric

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
6	<ul style="list-style-type: none"> • A thoughtful and skillful response to the task effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> • Ideas are fully developed, and approaches to development (e.g., summarizing, evaluating, narrating) are used skillfully to support and convey the writer's ideas throughout the response. • Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas. 	<ul style="list-style-type: none"> • Organization demonstrates a well-designed progression of ideas that supports the writer's central focus and the clarity of ideas throughout the response. • Sophisticated, effective use of transitions conveys relationships among ideas throughout the response. 	<ul style="list-style-type: none"> • Sentences are consistently well controlled, with effective variety in structure. • Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response. 	<ul style="list-style-type: none"> • Though there may be a few errors in grammar, usage, and mechanics, strong command of language is apparent, and meaning is clear throughout the response.
5	<ul style="list-style-type: none"> • The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> • Ideas are well developed, and approaches to development (e.g., summarizing, evaluating, narrating) are usually used skillfully to support and convey the writer's ideas. • Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas. 	<ul style="list-style-type: none"> • Organization generally demonstrates a clear plan with some progression of ideas that supports the writer's central focus and the clarity of the writer's ideas. • Transitions clearly convey relationships among ideas throughout the response. 	<ul style="list-style-type: none"> • Sentences are usually well controlled, and there is some effective variety in structure. • Word choice is usually specific and usually effective in conveying the writer's ideas. 	<ul style="list-style-type: none"> • Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.
4	<ul style="list-style-type: none"> • The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text. 	<ul style="list-style-type: none"> • Most ideas are competently developed and approaches to development (e.g., summarizing, evaluating, narrating) are competently used to support and convey the writer's ideas. • Reasons and specific details and examples from the text and from the writer's reading and experience are competently used to develop ideas. 	<ul style="list-style-type: none"> • An organizational structure is evident and competently supports the writer's central focus and the clarity of the writer's ideas. Relevant ideas are grouped together, and there may be some evidence of progression of ideas. • Though often simple and obvious, transitions are usually made to convey relationships among ideas. 	<ul style="list-style-type: none"> • Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas. • Word choice is somewhat general but clearly conveys meaning. 	<ul style="list-style-type: none"> • Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.

	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
3	<ul style="list-style-type: none"> The response integrates some ideas from the text with some relevant elements of the writer's reading and experience, but may do so in an uneven manner. The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete. 	<ul style="list-style-type: none"> Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas. The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas. 	<ul style="list-style-type: none"> The response uses a basic or uneven organizational structure that sometimes supports the writer's central focus and clarity of ideas. For the most part, relevant ideas are grouped together. Some simple and obvious transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentence control is uneven, but there is some structural variety to support the clarity of ideas. Word choice is simple but usually clear enough to convey meaning. 	<ul style="list-style-type: none"> Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.
2	<ul style="list-style-type: none"> There is little integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates a weak understanding of the main ideas in the text. 	<ul style="list-style-type: none"> Development of ideas is weak, and there may be little use of relevant approaches to development. If present, reasons, details, and examples from the text and from the writer's reading and experience are brief, general, inadequately developed, or not clearly relevant. 	<ul style="list-style-type: none"> The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear. Few, if any, transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity. Word choice is simple, and sometimes meaning is not clear. 	<ul style="list-style-type: none"> The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.
1	<ul style="list-style-type: none"> There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates little, if any, understanding of the main ideas in the text. 	<ul style="list-style-type: none"> There is minimal or no development of ideas and little, if any, use of relevant approaches to development. If any reasons, details, and examples from the text or from the writer's reading and experience are present, these elements are brief, general, undeveloped, or irrelevant. 	<ul style="list-style-type: none"> There may be an attempt to group related ideas together, but the main focus of the response is unclear. Transitions are rarely used. 	<ul style="list-style-type: none"> Sentences demonstrate minimal or no control. Word choice is often unclear and often obscures meaning. 	<ul style="list-style-type: none"> The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.